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ABSTRACT

The Community College Goals Inventory (CCGI) was used to gather comparative data from faculty, administrators, staff, lay advisory members, and college board members at Virginia Western Community College (VWCC). CCGI's 90 goal statements, which are grouped into 20 goal categories and a miscellaneous category, and an additional 18 local statements were rated by respondents in terms of existing importance (Is) and desired importance (Should Be). Results of the VWCC study, based on a 66% response rate from the 219 individuals surveyed, included the following: (1) goal areas with the highest discrepancies between Is and Should Be ratings were college community, intellectual environment, faculty/staff development, effective management, intellectual orientation, and personal development; (2) goal areas with the smallest discrepancies included accessibility, social criticism, cultural/aesthetic awareness, and freedom, which respondents felt Should Be of low importance; (3) overall, higher discrepancies were found in the Is and Should Be ratings of "process" goals, which relate to internal campus objectives such as management or staff development, than in the ratings of "outcome" goals, which refer to specific educational objectives such as developmental/remedial preparation. The study report details methodology and findings, and includes data tables and a brief research summary and the local goal statements added to CCGI. (KL)

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# COMMUNITY COLLEGE GOALS INVENTORY

CCGI

OIR 89 - 81

BY

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JC 820 169

TABLE OF CONTENTS


| | PAGE |
|---|---|
| INTRODUCTION . . . . . | 1 |
| FORMAT AND DESCRIPTION OF THE REPORT. | 1 |
| RESULTS AND ANALYSIS . . . . . | 3 |
| RESPONDENTS . . . . . | 3 |
| OVERALL GROUP RATINGS . . . . . | 3 |
| SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 10 |
| APPENDIX | |
| LOCAL GOAL STATEMENTS . . . . . | 11 |
| GOAL AREA DESCRIPTION . . . . . | 12 |

## LIST OF TABLES


| TABLE | | PAGE |
|---|---|---|
| 1 | Means, Standard Deviation, and Discrepancy Values for 20 Goal Statements . . . . . | 4 |
| 2 | Miscellaneous Goal Statements Ranked By Highest Discrepancy Score . . . . . | 6 |
| 3 | Local Goal Statement Ranked By Highest Discrepancy Score . | 8 |

# INTRODUCTION

The Community College Goals Inventory (CCGI) is designed to help Virginia Western Community College (VWCC) define educational goals, establish priorities, and give directions to present and future planning. The theoretical framework of the inventory consists of 20 goal areas in two general categories: "Outcome" goals and "process" goals (Summary Data Report for VWCC - Guide to Interpreting Results).

## Format and Description of the Report

The format for reporting the results of the study consists of a (1) Goals Inventory: An Overview and (2) Institutional Research Briefs that parallel several of the 20 goal areas. Results of the survey propose to provide baseline data for revising the college's educational master plan and for input into the college's self-study required by the Southern Association of Colleges and Schools.

The responses to the background questions provided the grouping for various college constituencies: Faculty (145), Administrators (15), Board Members (4), Selected Advisory Committee Members (9), and Staff (43). (A student survey is in-progress). The response distributions of the inventory questions are reported as goal-area means and standard deviations for "Is" and "Should Be" ratings by constituency groups. Since the CCGI allowed for a multi-dimensional analysis of the data, interpretations of the results identified the following: (1) similarities and differences among constituency

groups (Institutional Research Briefs), (2) high/low "Is" and "Should Be" areas, (3) the relative degrees of agreement or consensus within constituency groups (standard deviations), and (4) leading goal discrepancies among groups.

The CCGI consisted of 90 goal statements of which 80 were grouped into 20 goal areas. In addition to 10 miscellaneous statements, 18 local goal statements were added by a VWCC planning committee composed of faculty, administrators, staff, and students. Definitions of each goal area and VWCC planning committee's local goal statements can be found in the Appendix. A summated rating scale (Likert-type) was used in which means provided central tendency locations on the continum of no importance or not applicable (1), low importance (2), medium importance (3), high importance (4), and extremely high importance (5). Goal areas were ranked on the basis of "Is" means (current importance) and "Should Be" means (desired importance) with discrepancy values emphasizing areas of agreement and disagreement.

## RESULTS AND ANALYSES

### Respondents

The CCGI were distributed to 219 individuals as cited as follows:

| | Total Sample | | Respondents | | % Returned |
|---|---|---|---|---|---|
| Groups | N | % | N | % | |
| VWCC Board | 12 | 5 | 4 | 3 | 33 |
| Adv. Committee | 18 | 8 | 9 | 6 | 50 |
| Faculty | 114 | 52 | 74 | 51 | 65 |
| Administrators | 21 | 10 | 15 | 10 | 71 |
| Staff | 54 | 25 | 43 | 30 | 79 |
| TOTAL | 219 | 100 | 145 | 100 | 66 |

Overall, 145 (66%) completed and returned the survey inventory. This response rate was considered sufficient to be representative of the campus constituencies.

### Overall Group Ratings

The mean rankings of responses of "Is" and "Should Be" and the discrepancy values for the twenty goal areas are cited in Table 1.

TABLE 1

MEANS, STANDARD DEVIATION, AND DISCREPANCY VALUES FOR 20 GOAL AREAS

| "Is" Response | | | "Should Be" Response | | |
|---|---|---|---|---|---|
| SD | Mean | 20 Goal Areas | Mean | SD | Discrepancy |
| .93 | 2.55 | College Community | 4.28 | .74 | +1.73 |
| .84 | 2.35 | Intellectual Environment | 3.76 | .92 | +1.41 |
| .89 | 2.65 | Faculty/Staff Development | 3.99 | .91 | +1.34 |
| .90 | 2.82 | Effective Management | 4.03 | .83 | +1.21 |
| .86 | 2.93 | Intellectual Orientation | 4.05 | .80 | +1.12 |
| .82 | 2.89 | Personal Development | 3.89 | .96 | +1.00 |
| .88 | 3.14 | Developmental/Remedial Prep. | 4.10 | .78 | + .96 |
| .86 | 2.48 | Innovation | 3.42 | .99 | + .94 |
| .93 | 2.57 | Humanism/Altruism | 3.50 | 1.06 | + .93 |
| .92 | 3.05 | Accountability | 3.91 | .88 | + .86 |
| .84 | 3.50 | General Education | 4.29 | .72 | + .79 |
| .89 | 2.68 | Community Services | 3.47 | .97 | + .79 |
| .93 | 3.16 | Counseling and Advising | 3.88 | .92 | + .72 |
| .87 | 3.54 | Vocational/Technical Prep. | 4.24 | .71 | + .70 |
| .85 | 3.14 | Lifelong Learning | 3.81 | .90 | + .67 |
| .81 | 2.81 | Student Services | 3.45 | 1.04 | + .64 |
| .97 | 2.78 | Freedom | 3.36 | 1.17 | + .58 |
| .74 | 2.37 | Cultural/Aesthetic Awareness | 2.92 | .95 | + .55 |
| .83 | 2.30 | Social Criticism | 2.84 | 1.04 | + .54 |
| .98 | 3.17 | Accessibility | 3.40 | 1.13 | + .23 |

An analysis of mean rankings of "Is" and "Should Be" responses with discrepancy values indicated that the six goal areas had discrepancy values greater than 1.00: College Community (1.73), Intellectual Environment (1.41), Faculty/Staff Development (1.34), Effective Management (1.21), Intellectual Orientation (1.12), and Personal Development (1.00). The four highest discrepancy values were found in "process" goals which "are conceived as internal campus objectives, relating, for the most part, to educational process and climate, which may facilitate achievement of the outcome goals" (ETS, p. 1., 1981). Lowest discrepancy values were found in "outcome" or substantive goals which relate to such qualities as graduating students, curriculum emphases, kinds of student services, etc. Standard deviations of "Is" rankings ranged from .74 to .97 indicating similar variability for all goal areas. Standard deviations for "Should Be" rankings indicated greater variability ranging from .71 to 1.17.

Goal areas with the smallest discrepancy values included: Accessibility (.23), Social Criticism (.54), Cultural/Aesthetic Awareness (.55), and Freedom (.28). In all cases, these goals received the lowest "Should Be" rankings. The fact that the standard deviations of the mean "Should Be" rankings of the goal areas - freedom, accessibility, and social criticism - were larger than other areas indicated that there were wider ranges of responses.

In addition to the twenty goal areas, there were ten miscellaneous and eighteen local goal statements. Table 2 and 3 provides an analyses of these miscellaneous and local goal statements.

TABLE 2

MISCELLANEOUS GOAL STATEMENTS
RANKED BY HIGHEST DISCREPANCY SCORE

| "Is" Response | | | "Should Be" Response | | |
|---|---|---|---|---|---|
| SD | Mean | Miscellaneous Goal Statements | Mean | SD | Discrepancy |
| 1.01 | 3.01 | Seek to maintain high standards of academic performance throughout the institution | 4.54 | .64 | +1.53* |
| .90 | 2.60 | Develop arrangements by which students/faculty/administrators/ trustees can be involved in college policy making | 3.93 | .92 | +1.33 |
| .89 | 2.85 | Interpret systematically the nature, purpose, and work of the college to local citizens | 3.85 | .91 | +1.00 |
| .86 | 2.35 | Maint. or work to achieve a large degree of autonomy re. govt. or other educa. agencies | 3.26 | 1.12 | + .91 |
| .91 | 2.34 | To serve as a cultural center in the community | 3.23 | 1.14 | + .89 |
| .92 | 2.99 | To include local citizens in planning college programs that will affect the local community | 3.77 | .89 | + .78 |
| .85 | 2.72 | To provide educational experiences relevant to the interests of women | 3.46 | 1.02 | + .74 |
| .76 | 2.42 | Encourage students to learn about foreign cultures, eg., through study of a foreign language | 2.97 | .93 | + .55 |
| .85 | 1.73 | To excel in intercollegiate athletics | 2.14 | 1.20 | + .41 |
| .93 | 2.62 | Provide educ. experiences relevant to interests of Blacks, Native Amer., Chicanos, Puerto Ricans | 2.83 | 1.07 | + .21 |

These miscellaneous statements (cited in the previous table) indicated discrepancy scores greater than one. In all cases, these areas indicated a need to place greater importance on (1) maintaining high academic standards, (2) developing arrangements by which students/faculty/administrators/trustees can be involved in college policy making, and (3) interpret systematically the nature, purpose, and work of the college to local citizens.

Table 3 provides the mean, standard deviation, and discrepancy ranking of local goals.

TABLE 3

LOCAL GOAL STATEMENTS
RANKED BY HIGHEST DISCREPANCY SCORE

| "Is" Response | | | | "Should Be" Response | | |
|---|---|---|---|---|---|---|
| SD | Mean | # | Local Goal Statements | Mean | SD | Discrepancy |
| .97 | 2.79 | 108. | to insure that students who enroll for any academic courses have the necessary prerequisite skills | 4.35 | .77 | +1.56 |
| .91 | 3.01 | 100. | to offer salaries, benefits, and professional acknowledgement sufficiant to attract and retain a high quality administration, faculty, and staff | 4.55 | .66 | +1.54 |
| .78 | 1.87 | 105. | to establish a student government | 3.32 | 1.08 | +1.45 |
| .88 | 2.21 | 103. | to establish and maintain communication between teaching faculty and local board | 3.57 | .98 | +1.36 |
| .96 | 2.36 | 104. | to establish an organization with representation from all identifiable segments of the college community for the purpose of establisting and maintaining communication within the college population | 3.70 | 1.70 | +1.34 |
| .92 | 1.88 | 99. | to establish a student newspaper | 3.14 | 1.23 | +1.26 |
| .91 | 3.09 | 93. | to establish faculty workloads at a level which will emphasize academic excellence within the general funding guidelines imposed by state agencies | 4.27 | .80 | +1.18 |
| .94 | 3.03 | 94. | to provide clearly defined institutional expectations/guidelines (office hours, testing, grading, work schedules, etc.) for administrators, faculty, and staff | 3.95 | .95 | + .92 |
| .70 | 2.07 | 106. | to sponsor a rich program of social events for students, such as dances, parties, etc. | 2.84 | 1.04 | + .77 |

Table 3 Continued -

Table 3 Continued -

| "Is" Response SD | "Is" Response Mean | # | Local Goal Statements | "Should Be" Response Mean | "Should Be" Response SD | Discrepancy |
|---|---|---|---|---|---|---|
| .99 | 3.30 | 102. | to establish and maintain communication between administration and local board | 4.05 | .78 | + .75 |
| .88 | 3.09 | 95. | to constantly monitor programs and curricula to determine their cost feasibility. | 3.72 | .94 | + .63 |
| .72 | 2.25 | 107. | to sponsor a rich program of extra-curricula athletic activities for students | 2.85 | 1.15 | + .60 |
| .92 | 3.67 | 101. | to utilize recruitment and employment practices which are non-discriminatory on the basis of race, sex, national origin, religious preference, marital status, age, or any other characteristics not directly related to the qualifications of the individual to preform the duties of the job | 4.06 | .89 | + .39 |
| .98 | 3.27 | 92. | to retain and utilize the Smith Mountain Lake property which the college inherited | 3.60 | 1.23 | + .33 |
| .99 | 3.56 | 91. | to be committed as a college to providing public radio (WVWR) services in the Roanoke Valley and environ | 3.42 | 1.40 | - .14 |
| .82 | 3.38 | 97. | to provide programs and courses that are funded by Federal grants | 3.06 | 1.08 | - .32 |
| .92 | 3.49 | 98. | to continue the programs of Special Services | 3.08 | 1.16 | - .41 |
| .95 | 3.46 | 96. | to provide programs and courses that are funded by CETA | 2.38 | 1.09 | -1.08 |

An analysis of the data indicated that the greatest "+ or -" discrepancy scores were found in Questions 108, 100, 105, 103, 104, 99, 93, and 96. Several of these findings indicated a need for specific action for counseling (Questions 108 and 105) and the college administration (Questions 103, 104, and 93). The negative discrepancy values for Questions 96-98 indicated more college commitment to these areas than the respondents felt necessary.

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Community College Goals Inventory (CCGI) provided comparative data of key constituent groups (faculty, administrators, staff, lay advisory members and college board members) for long-range planning at Virginia Western Community College. The purpose of the survey was to identify the importance of different goal statements and to provide discrepancy values between what "Is" and what "Should Be" the focus of the institution. Results of the survey indicated that higher discrepancy values were found in "process" goals which relate to the internal campus objectives. Lower discrepancy values were found in "outcome" or substantive goals which relate to achieving specific educational objectives. The study concluded that very specific actions can be made in order to reduce the discrepancy values of what "Is" and what "Should Be." It was also recommended that further studies that focus on specific goal areas be examined in terms of constituency groups.

Local Goal Statements

91. to be committed as a college to providing public radio (WVWR) services in the Roanoke Valley and environ . . .

92. to retain and utilize the Smith Mountain Lake property which the college inherited . . .

93. to establish faculty workloads at a lavel which will emphasize academic excellence within the general funding guidelines imposed by state agencies . . .

94. to provide clearly defined institutional expectations/guidelines (office hours, testing, grading, work schedules, etc.) for administrators, faculty, and staff . . .

95. to constantly monitor programs and curricula to determine their cost feasibility . . .

96. to provide programs and courses that are funded by CETA . . .

97. to provide programs and courses that are funded by Federal grants

98. to continue the programs of Special Services . . .

99. to establish a student newspaper . . .

100. to offer salaries, benefits, and professional acknowledgement sufficient to attract and retain a high quality administration, faculty, and staff . . .

101. to utilize recruitment and employment practices which are non-discriminatory on the basis of race, sex, national origin, religious preference, marital status, age or any other characteristics not directly related to the qualifications of the individual to preform the duties of the job . . .

102. to establish and maintain communication between administration and local board . . .

103. to establish and maintain communication between teaching faculty and local board . . .

104. to establish an organization with representation from all identifiable segments of the college community for the purpose of establishing and maintaining communication within the college population . . .

105. to establish a student government . . .

106. to sponsor a rich program of social events for students, such as dances, parties, etc. . . .

107. to sponsor a rich program of extra-curricula athletic activities for students . . .



108. to insure that students who enroll for any academic courses have the necessary prerequisite skills

# APPENDIX

## GOAL AREA DESCRIPTIONS

### Outcome Goals

#### General Education

This goal has to do with the acquisition of general and specialized knowledge, preparation of students for further academic work, and the acquisition of skills and knowledge to live effectively in society.

#### Intellectual Orientation

This goal relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and an openness to new ideas and ways of thinking.

#### Lifelong Learning

This goal area means providing non-credit courses to community residents who can pursue a variety of interests, instilling in students a commitment to lifelong learning, providing learning opportunities to adults of all ages, and awarding educational credit for knowledge and skills acquired in non-school settings.

#### Cultural/Aesthetic Awareness

This goal area entails a heightened appreciation of a variety of art forms, encouraging study in the humanities and art beyond requirements, exposure to non-western art and literature, and encouragement of student participation in artistic activities.

#### Personal Development

This goal means identification by students of personal goals and developing means for achieving them, enhancing of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships.

#### Humanism/Altruism

This goal area reflects a respect for diverse cultures, a commitment to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community.

#### Vocational/Technical Preparation

This goal area means offering: specific occupational curriculums (such as accounting or air-conditioning and refrigeration), programs geared to emerging career fields, opportunities for up-grading/up-dating present job skills, and retraining for new careers or new job skills.

Developmental/Remedial Preparation

The goal includes recognizing, assessing, and counseling students with basic skills needs, providing developmental programs that recognize different learning styles and rates, assuring that students in developmental programs achieve appropriate levels of competence, and evaluating basic skills programs.

Community Services

This goal area is concerned with the college's relationship with the community: encouraging use of college resources (meeting rooms, computer facilities, faculty skills), conducting community forums on topical issues, promoting cooperation among diverse community organizations to improve availability of services, and working with local government agencies, industry, unions, and other groups on community problems.

Social Criticism

This goal area means providing critical evaluation of current values and practices, serving as a source of ideas to change social institutions, helping students learn how to bring about change to our institutions, and being engaged, as an institution, in working for needed changes in our society.

## Process Goals

Counseling and Advising

This goal means providing career counseling services for students, providing personal counseling services for students, providing academic advising services for students, and providing a student job placement service.

Student Services

This goal area means developing support services for students with special needs (handicapped, disadvantaged, international), providing a comprehensive student activities program -- social, athletic, cultural, providing a comprehensive student financial aid program, and making available health services that offer health maintenance, preventive medicine and referral services.

Faculty/Staff Development

This goal area entails a commitment of college resources to faculty and staff development activities designed to improve instructional programs, providing opportunities for professional development of faculty and staff through attendance at workshops, etc., maintaining a consistent and equitable method of faculty evaluation, and providing flexible leave and sabbatical opportunities for faculty and staff.

Intellectual Environment

This goal area means a rich program of cultural events, a college climate that encourages student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a college that has a reputation in the community as an intellectually exciting place.

Innovation

This goal is defined as a climate in which continuous educational innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

College Community

This goal area is defined as fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open and amicable airing of differences, and mutual trust and respect among faculty, students, and administrators.

Freedom

This goal area has to do with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles.

Accessibility

This goal area means maintaining costs to students at a level that will not deny any community resident attendance because of financial need, offering programs where and when they are convenient for adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admissions, developing worthwhile educational experiences for all those admitted.

Effective Management

This goal area means involving those with appropriate expertise in making decisions, achieving general concensus regarding fundamental college goals, being organized for systematic short- and long-range planning, and engaging in systematic evaluation of all college programs.

Accountability

This goal area is defined to include use of cost criteria in deciding among alternative programs, concern for the efficiency of college operations, accountability for funding sources for program effectiveness, and regular provision of evidence that the college is meeting its stated goals.

Institutional Research Office

Virginia Western Community College

Brief No. B187-81

Author Charles A. Houston

Date Sept. 1, 1981

# Community College Goals Inventory
## Executive Summary

### Introduction

The Community College Goals Inventory (CCGI) is designed to help Virginia Western Community College (VWCC) define educational goals, establish priorities, and give directions to present and future planning. The theoretical framework of the inventory consists of 20 goal areas (Appendix) in two general categories: "Outcome" goals and "process" goals. Outcome or substantive goals relate to attributes of achieving (qualities of graduating students, curriculum emphases, kinds of community services, etc.). Process goals relate to the education process and campus climate.

The CCGI questionnaire consisted of 90 goal statements of which 80 were grouped into 20 goal areas. In addition to 10 miscellaneous statements, 18 local goal statements were added by a VWCC planning committee composed of faculty, administrators, staff, and students. A summated rating scale (Likert-type) was used with means providing central tendency locations on the continum of no importance or not applicable (1), low importance (2), medium importance (3), high importance (4), and extremely high importance (5). Goal areas were ranked on the basis of "Is" means (current importance) and "Should Be" means (desired importance) with discrepancy values emphasizing areas of agreement and disagreement.

### Results and Analyses

The CCGI booklets were distributed to 219 faculty, staff, administrators, lay advisory members, and college local board members with 145 (66%) persons completing and returning the survey inventory. Table 1 provides the means, standard deviations, and discrepancy values for the 20 Goal areas.

See Appendix
Table 1

An analysis of mean rankings of "Is" and "Should Be" responses with discrepancy values indicated that six goal areas had discrepancy values greater than 1.00. The four highest discrepancy values were found in "process" goals which "are conceived as internal campus objectives, relating, for the most part, to educational process and climate, which may facilitate achievement of the outcome goals" (ETS, p. 1., 1981). Lowest discrepancy values were found in "outcome" or substantive goals which relate to such qualities as graduating students, curriculum emphases, kinds of student services, etc.

Table 2 provides means, standard deviations, and discrepancy ranking for eight (8) local goal statements with discrepancies greater than one (absolute).

See Appendix
Table 2

Results of the finding indicated a need for very specific action by the Counseling Department and the college administration.

Summary, Conclusions, and Recommendations

The Community College Goals inventory (CCGI) provided comparative data by key constituent groups (faculty, administrators, staff, lay advisory members, and college board members) that can be used to define educational goals, establish priorities, and give directions to present and future planning. Results of the survey indicated that higher discrepancy values were found in "process" goals (campus internal management) than were found in "outcome" goals (specific educational objectives) The study recommended that some very specific actions could be made in order to reduce discrepancy values between what "Is" and what "Should Be" goals for the college. More indepth study by all college departments is recommended.

APPENDIX

TABLE 1

MEANS, STANDARD DEVIATION, AND DISCREPANCY VALUES FOR 20 GOAL AREAS

| "Is" Response | | | "Should Be" Response | | |
|---|---|---|---|---|---|
| SD | Mean | 20 Goal Areas | Mean | SD | Discrepancy |
| .93 | 2.55 | College Community | 4.28 | .74 | +1.73 |
| .84 | 2.35 | Intellectual Environment | 3.76 | .92 | +1.41 |
| .89 | 2.65 | Faculty/Staff Development | 3.99 | .91 | +1.34 |
| .90 | 2.82 | Effective Management | 4.03 | .83 | +1.21 |
| .86 | 2.93 | Intellectual Orientation | 4.05 | .80 | +1.12 |
| .82 | 2.89 | Personal Development | 3.89 | .96 | +1.00 |
| .88 | 3.14 | Developmental/Remedial Prep. | 4.10 | .78 | + .96 |
| .86 | 2.48 | Innovation | 3.42 | .99 | + .94 |
| .93 | 2.57 | Humanism/Altruism | 3.50 | 1.06 | + .93 |
| .92 | 3.05 | Accountability | 3.91 | .88 | + .86 |
| .84 | 3.50 | General Education | 4.29 | .72 | + .79 |
| .89 | 2.68 | Community Services | 3.47 | .97 | + .79 |
| .93 | 3.16 | Counseling and Advising | 3.88 | .92 | + .72 |
| .87 | 3.54 | Vocational/Technical Prep. | 4.24 | .71 | + .70 |
| .85 | 3.14 | Lifelong Learning | 3.81 | .90 | + .67 |
| .81 | 2.81 | Student Services | 3.45 | 1.04 | + .64 |
| .97 | 2.78 | Freedom | 3.36 | 1.17 | + .58 |
| .74 | 2.37 | Cultural/Aesthetic Awareness | 2.92 | .95 | + .55 |
| .83 | 2.30 | Social Criticism | 2.84 | 1.04 | + .54 |
| .98 | 3.17 | Accessibility | 3.40 | 1.13 | + .23 |

TABLE 2

LOCAL GOAL STATEMENTS
RANKED BY HIGHEST DISCREPANCY SCORE

| "Is" Response | | | | "Should Be" Response | | |
|---|---|---|---|---|---|---|
| SD | Mean | # | Local Goal Statements | Mean | SD | Discrepancy |
| .97 | 2.79 | 108. | to insure that students who enroll for any academic courses have the necessary prerequisite skills | 4.35 | .77 | +1.56 |
| .91 | 3.01 | 100. | to offer salaries, benefits, and professional acknowledgement sufficient to attract and retain a high quality administration, faculty, and staff | 4.55 | .66 | +1.54 |
| .78 | 1.87 | 105. | to establish a student govt. | 3.32 | 1.08 | +1.45 |
| .88 | 2.21 | 103. | to establish and maintain communication between teaching faculty and local board | 3.57 | .98 | +1.36 |
| .96 | 2.36 | 104. | to establish an organization with representation from all identifiable segments of the college community for the purpose of establishing and maintaining communication within the college population | 3.70 | 1.70 | +1.34 |
| .92 | 1.88 | 99. | to establish a student newspaper | 3.14 | 1.23 | +1.26 |
| .91 | 3.09 | 93. | to establish faculty workloads at a level which will emphasize academic excellence within the general funding guidelines imposed by state agencies | 4.27 | .80 | +1.18 |
| .95 | 3.46 | 96. | to provide programs and courses that are funded by CETA | 2.38 | 1.09 | -1.08 |

APPENDIX

GOAL AREA DESCRIPTIONS

Outcome Goals

General Education

This goal has to do with the acquisition of general and specialized knowledge, preparation of students for further academic work, and the acquisition of skills and knowledge to live effectively in society.

Intellectual Orientation

This goal relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and an openness to new ideas and ways of thinking.

Lifelong Learning

This goal area means providing non-credit courses to community residents who can pursue a variety of interests, instilling in students a commitment to lifelong learning, providing learning opportunities to adults of all ages, and awarding educational credit for knowledge and skills acquired in non-school settings.

Cultural/Aesthetic Awareness

This goal area entails a heightened appreciation of a variety of art forms, encouraging study in the humanities and art beyond requirements, exposure to non-western art and literature, and encouragement of student participation in artistic activities.

Personal Development

This goal means identification by students of personal goals and developing means for achieving them, enhancing of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships.

Humanism/Altruism

This goal area reflects a respect for diverse cultures, a commitment to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community.

Vocational/Technical Preparation

This goal area means offering: specific occupational curriculums (such as accounting or air-conditioning and refrigeration), programs geared to emerging career fields, opportunities for up-grading/up-dating present job skills, and retraining for new careers or new job skills.

Developmental/Remedial Preparation

The goal includes recognizing, assessing, and counseling students with basic skills needs, providing developmental programs that recognize different learning styles and rates, assuring that students in developmental programs achieve appropriate levels of competence, and evaluating basic skills programs.

Community Services

This goal area is concerned with the college's relationship with the community: encouraging use of college resources (meeting rooms, computer facilities, faculty skills); conducting community forums on topical issues, promoting cooperation among diverse community organizations to improve availability of services, and working with local government agencies, industry, unions, and other groups on community problems.

Social Criticism

This goal area means providing critical evaluation of current values and practices, serving as a source of ideas to change social institutions, helping students learn how to bring about change to our institutions, and being engaged, as an institution, in working for needed changes in our society.

## Process Goals

Counseling and Advising

This goal means providing career counseling services for students, providing personal counseling services for students, providing academic advising services for students, and providing a student job placement service.

Student Services

This goal area means developing support services for students with special needs (handicapped, disadvantaged, international), providing a comprehensive student activities program -- social, athletic, cultural, providing a comprehensive student financial aid program, and making available health services that offer health maintenance, preventive medicine and referral services.

Faculty/Staff Development

This goal area entails a commitment of college resources to faculty and staff development activities designed to improve instructional programs, providing opportunities for professional development of faculty and staff through attendance at workshops, etc., maintaining a consistent and equitable method of faculty evaluation, and providing flexible leave and sabbatical opportunities for faculty and staff.

## Intellectual Environment

This goal area means a rich program of cultural events, a college climate that encourages student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a college that has a reputation in the community as an intellectually exciting place.

## Innovation

This goal is defined as a climate in which continuous educational innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

## College Community

This goal area is defined as fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open and amicable airing of differences, and mutual trust and respect among faculty, students, and administrators.

## Freedom

This goal area has to do with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles.

## Accessibility

This goal area means maintaining costs to students at a level that will not deny any community resident attendance because of financial need, offering programs where and when they are convenient for adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admissions, developing worthwhile educational experiences for all those admitted.

## Effective Management

This goal area means involving those with appropriate expertise in making decisions, achieving general concensus regarding fundamental college goals, being organized for systematic short- and long-range planning, and engaging in systematic evaluation of all college programs.

## Accountability

This goal area is defined to include use of cost criteria in deciding among alternative programs, concern for the efficiency of college operations, accountability for funding sources for program effectiveness, and regular provision of evidence that the college is meeting its stated goals.

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